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ABSTRACT

Literacy instruction materials developed by literacy workers are presented. Most of the materials are intended for a variety of student proficiency levels; one is intended for teachers. The first four sets, all illustrated with photographs, include a story about playing the lottery, the description of a shopping trip for jeans and shoes, a narrative about a trip to a bank to open an account (banking forms are illustrated here), and exercises in describing pictures and personal experiences in writing. The fifth set of materials consists of lists of sentences to be combined by students in various ways, using grammatical principles and punctuation. The final set offers ideas for classroom activities to encourage independent reading in students. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

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from the ROOTS

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Materials developed at the

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from the ROOTS

Materials developed at the
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Sam's Luck

Developed at
the Literacy Workers Alliance of Manitoba

Materials Development Workshop
July, 1990

by Eileen Cable
Jean Fairbairn
Sam Klippenstein
Dorothy Settee

Here is Sam.
Sam's car is by
the parking meter.

Sam looks for
change.
He has no change.

Sam goes to the store for change. Sam buys a scratch and win ticket.

Sam has a scratch and win ticket. He has change for the meter.

Bad luck!
Sam has a parking ticket.

Sam is sad.
Judy is mad!

Sam looks at his ticket.

Sam scratches his ticket.
Judy is still mad.

Wow! Look Judy
I won!
Lucky Sam!

Judy is glad that
Sam is a winner.

Buying Jeans and Sneakers

Developed at
the Literacy Workers Alliance of Manitoba

Materials Development Workshop
July, 1990

by Anna Fullerton
Grace Giddings
Frances LeBlanc
Marion Terry
Ron Willoughby

We decided to go shopping while we were in Winnipeg in July. We went to a downtown store and looked for clothing departments.

After reading the store directory, we took an escalator to the second floor. We were most interested in men's clothing and ladies' footwear.

We found a pair of Levi's for $55.00 in the men's jeans section.

Then we moved to the ladies' footwear section and found a pair of Airwalk sneakers for $50.00.

Before purchasing either item, we decided to comparison shop. We went down the stairs to the bargain basement centre.

The same brand and style of jeans that we found upstairs were priced at $29.99 downstairs.

We also found the same brand and style of sneakers in the clearance wear section of the basement. There, they were priced $34.99, but with a 75% at-the-till discount. This meant that they would end up costing $8.75. We were advised that "all sales are final" in the clearance section.

We were pleased with the outcome of our comparison shopping experience!

Opening A Bank Account

Developed at
the Literacy Workers Alliance of Manitoba

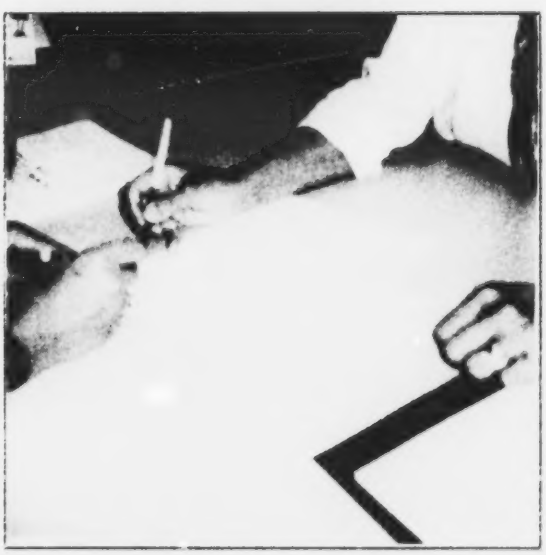
Materials Development Workshop
July, 1990

by Sandra Conway Karen Fleury
Diane Eastman Helen MacDougall

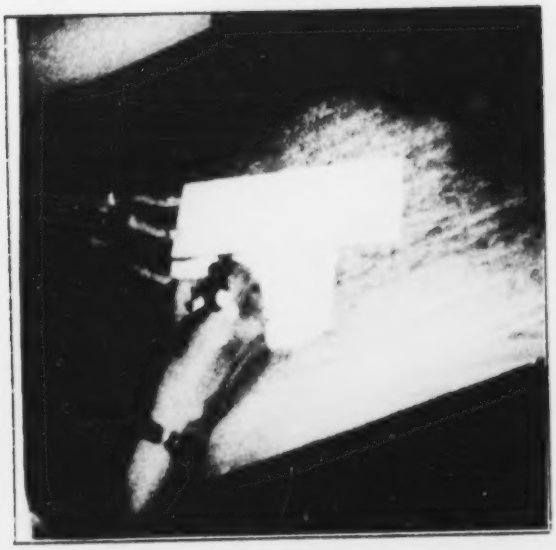
I went to the Bank of Montreal to open an account.

At first I was confused about what to do.

I went to the desk
and a woman told
me what to do



She helped me fill
out a form.
I showed her my
I.D.



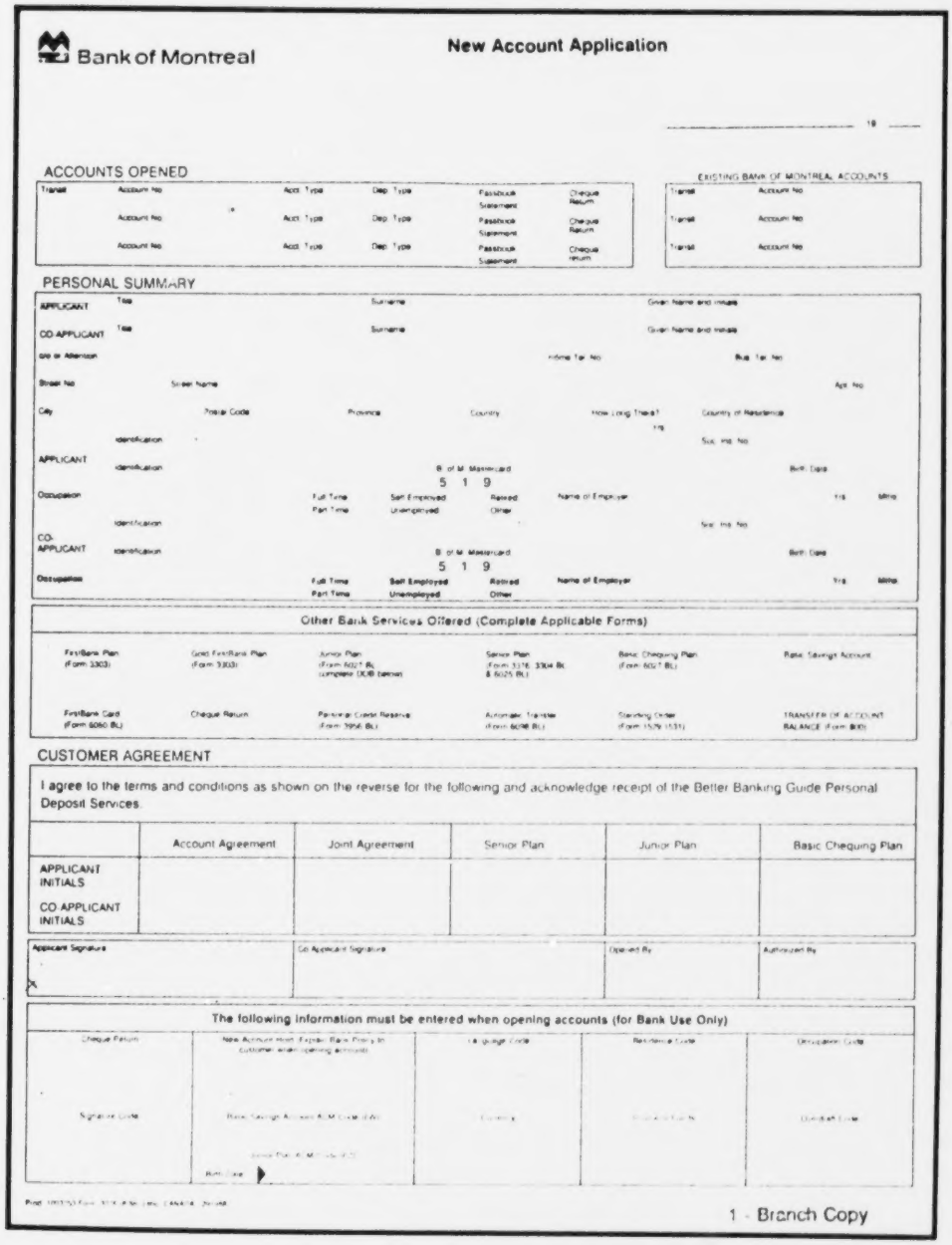
Then I filled out a deposit slip and signed my cheque.

I took them to the teller.
She checked them over and gave me back a receipt and some cash.

I found out how to use the Instant Teller. I can use it when the bank is closed.

I left feeling confident about using my bank account.

Here are the forms I filled out



Bank of Montreal

New Account Application

_____ 19 ____

ACCOUNTS OPENED

Transit	Account No	Acct. Type	Dep. Type	Passbook Statement	Cheque Return
	Account No	Acct. Type	Dep. Type	Passbook Statement	Cheque Return
	Account No	Acct. Type	Dep. Type	Passbook Statement	Cheque return

EXISTING BANK OF MONTREAL ACCOUNTS

Transit	Account No
Transit	Account No
Transit	Account No

PERSONAL SUMMARY

APPLICANT Title Surname Given Name and Initials

CO-APPLICANT Title Surname Given Name and Initials

Date of Attainment Home Tel. No Bus. Tel. No

Street No Street Name Apt. No

City Postal Code Province Country How Long There? Country of Residence

yrs

Identification Soc. Ins. No

APPLICANT Identification B. of M. Mastercard 5 1 9 Birth Date

Occupation Full Time Part Time Self Employed Unemployed Retired Other Name of Employer Yrs Mths

Identification Soc. Ins. No

CO-APPLICANT Identification B. of M. Mastercard 5 1 9 Birth Date

Occupation Full Time Part Time Self Employed Unemployed Retired Other Name of Employer Yrs Mths

Other Bank Services Offered (Complete Applicable Forms)

FirstBank Plan (Form 3303) | Gold FirstBank Plan (Form 3303) | Junior Plan (Form 5027 BL complete DOB below) | Senior Plan (Form 3316, 3304 BL & 5025 BL) | Basic Chequing Plan (Form 5027 BL) | Basic Savings Account

FirstBank Card (Form 6060 BL) | Cheque Return | Personal Credit Reserve (Form 3956 BL) | Automatic Transfer (Form 6098 BL) | Standing Order (Form 1579, 1531) | TRANSFER OF ACCOUNT BALANCE (Form 800)

CUSTOMER AGREEMENT

I agree to the terms and conditions as shown on the reverse for the following and acknowledge receipt of the Better Banking Guide Personal Deposit Services.

	Account Agreement	Joint Agreement	Senior Plan	Junior Plan	Basic Chequing Plan
APPLICANT INITIALS					
CO APPLICANT INITIALS					

Applicant Signature	Co Applicant Signature	Opened By	Authorized By
X			

The following information must be entered when opening accounts (for Bank Use Only)

Cheque Return	New Account Host Transfer Bank Policy (in customer order opening amount)	Language Code	Residence Code	Occupation Code
Signature Code	Basic Savings Account A.M. Code (SA)	Currency	Statement Cycle	Standard Limit
	Junior Plan A.M. Code (JC)			
	Bank Use			

1 - Branch Copy

Application Form

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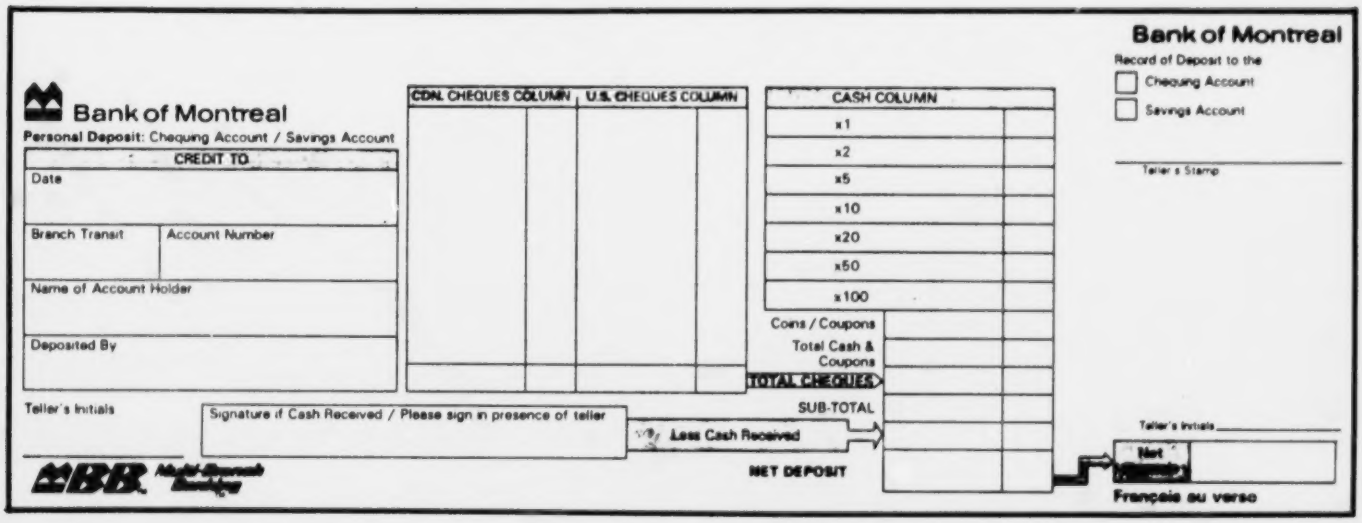

Bank of Montreal

Record of Deposit to the
☐ Chequing Account
☐ Savings Account

Teller's Stamp

Bank of Montreal

Personal Deposit: Chequing Account / Savings Account

CREDIT TO

Date

Branch Transit | Account Number

Name of Account Holder

Deposited By

CDN. CHEQUES COLUMN	U.S. CHEQUES COLUMN

CASH COLUMN	
x1	
x2	
x5	
x10	
x20	
x50	
x100	
Coins / Coupons	
Total Cash & Coupons	
TOTAL CHEQUES	
SUB-TOTAL	
Less Cash Received	
NET DEPOSIT	

Teller's Initials

Signature if Cash Received / Please sign in presence of teller

Teller's Initials

Net

Français au verso

MBB Multi-Branch Banking

Deposit Slip

Bank of Montreal

Cash Withdrawal _____ 19__

Received from the Bank of Montreal

$ _____

_____ 100 Dollars

MBB Multi-Branch Banking

Transit _____ Charge to Account No. _____

(Français au verso)

_____

To Customer: Please complete this form and sign in the presence of a teller

Withdrawal Slip

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PERSONAL
DEPOSIT SERVICES

BETTER BANKING GUIDE

Bank of Montreal

You can find out more about banking services.

Describing Pictures

Developed at
the Literacy Workers Alliance of Manitoba

Materials Development Workshop
July, 1990

by Ruth Henry

Write a paragraph (6-10 sentences) to tell about the picture.
Tell where the family is. Tell what they are doing.

Write a paragraph (6-10 sentences) to tell where this picture takes place. Tell something about the people, the place and the season (time of year).

29

Do you have a pet? If you do, write about your pet. If not, write about the kind of pet you would have. What would you do with your pet?

Flying kites is fun on a windy day. Have you made or flown a kite? If so, write about it. Where were you? Who were you with? If not, who would you like to fly a kite with? Where would you go to do it?

33

Can you ride a bicycle? If so, tell about how you learned. Who taught you? How old were you? Where did you ride your bike? Who did you ride with? Did you enjoy it? Have you ever taught anyone to ride a bike?

35

Write a paragraph (6-8 sentences) to tell about the picture.

Do you think the children are having fun? What did you like to do as a child to have fun in the spring, summer, fall, and winter?

Tell what you like to shop for and where do you go? Tell about some good buys you made.

Write a paragraph (6-8 sentences) to tell about this person.

There are more women pilots now!

If you are a woman, have you ever wanted to be able to do something that men are supposed to do better than women? What was it? Did you do it? If you are a man, how do you feel about women doing jobs that were traditional men's jobs?

Sentence-Combining: Northern Manitoba

Developed at
the Literacy Workers Alliance of Manitoba

Material Development Workshop
July, 1990

by Bev Suderman

Combine Items in a series:

Foxes live in the forest.
Moose live in the forest.
Bears live in the forest.

Otters live in the river.
Beavers live in the river.
Muskrats live in the river.

Seals live close to Hudson's Bay.
Polar bears live close to Hudson's Bay.
Caribou live close to Hudson's Bay.

Jackfish live in northern lakes.
Pike live in northern lakes.
Pickerel live in northern lakes.

I can see tamaracks in the bush.
I can see spruce trees in the bush.
I can see aspens in the bush.

A moose family includes a bull.
A moose family includes a cow.
A moose family includes a calf.

In the old days on the traplines, women stayed at camp, cooking and washing.
In the old days on the traplines, men went trapping.
In the old days on the traplines, children played with the dogs.

The men trapped beavers.
The men trapped foxes.
The men trapped otters.
The men trapped muskrats.

The children played with dogs.
The children played with birds.
The birds were called whiskeyjacks.

Sometimes, the men also hunted.
They hunted ducks and geese.
They hunted moose and deer.

The women snared rabbits.
The women skinned rabbits.
The women cooked rabbit stew.

The women smoked moosemeat.
They dried the smoked meat.
They ground up the dried meat.
The meat was stored in bags.

The women canned blueberries in sealer jars.
The women canned cranberries in sealer jars.
They stored the jars in the root cellar.

The women baked raisin pies.
The women baked mincemeat pies.
The women baked strawberry pies.
The women baked raspberry pies.

The women cooked 'cheekonpan'.
They chopped fish guts.
They chopped fish eggs.
They chopped fish livers.
The women fried the chopped stuff together.

<u>Dependent Clauses or Semicolons</u>

A bull moose goes into rut in the fall.
He hardly eats anything at this time.
He challenges all other bulls nearby.

Rutting season is always in the fall.
Rutting season is also hunting season.
Many people hunt moose during rutting season.

Calves are born in the spring.
Calves stay with their mothers for two years.
Calves grow quickly.

In the fall, people hunt moose.
People use different ways to attract a moose.
Some people call a moose.

Moose-calling is a traditional skill.
Moose-calling competitions are held at The Pas' Trappers' Festival.
Moose-callers have to imitate a bull, a cow, and a calf.

Other hunters use a moose should blade bone to call a moose.
They rub the bone against the trees.
This noise sounds like a moose in rut.

The bull moose is called.
The bull moose comes to challenge the other moose.
This is the hunter's chance to shoot the bull.

The moose hunt was successful.
The people gather for a feast.
The feast includes moose stew.

People like moose stew.
They cook the pieces of moosemeat in lard.
They cook the pieces of moosemeat with onions and carrots.
People like to eat bannock with moose stew.
People make bannock with flour.
People make bannock with salt.
People make bannock with lard.
People make bannock with baking powder.

People like to eat mincemeat pie for dessert.
Good cooks make their own mincemeat.
Good cooks don't use the mincemeat in a can.

The trip to winter camp was long.
The family brought the dogs.
The family brought supplies.

The men took dogs on the trapline.
The men took sleds on the trapline.
The dogs were hitched in single file.

The family travelled to winter camp by canoe.
One canoe had supplies and gear.
One canoe had people and dogs.
The canoes were tied together.

One winter camp was at Butterfly Lake.
This camp was forty miles from Norway House.
There is one portage on the way.
There are two sets of rapids on the way.
The women were always busy in camp.
They dried meat on racks.
They covered the racks with canvas.
They did this to protect the meat from birds and small animals.

The women made 'mehgan'.
They turned moose fat into lard.
They pressed the ground, dry moosemeat into the lard.
They froze this mixture.

People wanted to eat 'mehgan'.
They took a slice of 'mehgan'.
They enjoyed it.

BECOMING AN INDEPENDENT READER

by
Sandra Conway
Jean Fairbairn
Helen McDougall

We wanted to find ways to encourage people to move towards becoming independent readers. Some ideas for activities follow:

A. <u>BUILDING ON SKILLS NEW READERS ALREADY HAVE</u>

1. GETTING FROM POINT "A" TO POINT "B" - Instead of using only landmarks, they could use street signs. Students could make maps for excursions frequently made eg. store, church, etc. Student could plan excursions to new places of interest. They would plan routes, figure out buses, etc.

2. SHOPPING - making and using grocery lists. Shopping for only generic items, checking flyers for specials, comparative shopping of all brands of specific articles are all exercises that could be used.

3. ADDRESSES AND PHONE NUMBERS - Students could make their own address and phone books. (They'd use organizational skills, alphabetization.)

4. CALENDAR OF ACTIVITIES - Students could put their usual activities on a big calendar (possibly erasable). They could add special activities to their calendars.

5. JOURNALIZING - Students could be encouraged to keep a daily journal by giving them specific activities such as keeping track of the weather each day or keeping track for one day all their encounters with the printed word.

B. FIND OUT WHAT MOTIVATES THEM

1. TEACH HOW TO RESEARCH THINGS THEY ARE INTERESTED IN - Students would use many skills doing research including: reading, writing, telephone skills, and speaking.

EXAMPLE: If a student was interested in sports they might

-- start reading the sports section of newspapers
-- learn to use the library to look up information
-- keep statistics
-- keep a scrapbook on their favourite team
-- write fan letters to their heros
-- make their own sports cards
-- phone to make enquiries
-- visit arenas and halls of fame
-- find out about fan clubs
-- letters to the editor about incidents--fights
-- get them to explain the rules of the game
-- learn about the history of the sport
-- go to games

2. COLLECT THINGS THAT YOU KNOW THEY WOULD BE INTERESTED IN READING.
3. MATCH THEM WITH SOMEONE WITH THE SAME INTERESTS - Find them a pen pal or a buddy to talk to or go to games with.

C. NEW ACTIVITIES TO USE READING SKILLS

1. USING BULLETIN BOARDS - Students could begin to use bulletin boards in laundromats and grocery stores to buy and sell items.

2. PLAYING GAMES - scavenger hunts, hangman, geography, and all kinds of word games could be used.

D. COMMENTS

Think about when we, as readers, are print dependent. Examples include: Some people are dependent on lists. Many read when they are forced to wait in order to alleviate boredom. We are often print dependent when we are in strange places. Try to find ways to get new readers hooked on print.

Convince students to take along a book if they are waiting in doctors' offices or the laundromat. Try to get them hooked on the pleasure of reading. Get them used to using lists.

Question students about what the benefits of learning to read have been to them. Do this regularly.